

FIDDLEHEAD SCHOOL OF ARTS & SCIENCES

FEBRUARY 2016

Performance Indicators, Measures, Metrics and Contract Evaluation Criteria
FINAL DRAFT
Board Approved: 2/22/16

Indicator	Measure	Metric	Target	Collection of Evidence.	Evidence presented as part of monitoring plan.
Student Academic Proficiency	<ul style="list-style-type: none"> • Work Sampling Systemⁱ for ages 4-10 (PK-gr 5), reporting 3x/ year. (See note i) • Iowa Test of Basic Skills. . (See note iii) • Fountas & Pinnell and DRA Developmental Reading Assessment for reading and CBM (Curriculum Based Measurements) for math 	<ul style="list-style-type: none"> • Percentage of students meeting or exceeding proficiency as measured by the WSS (Work Sampling System) (See note ii) • Percentage of students meeting or exceeding GLE (Grade Level Equivalency) on ITBS (Iowa Test of Basic Skills) • Percentage of students meeting or exceeding grade level proficiency on Fountas & Pinnell, DRA, and CBM 	<ul style="list-style-type: none"> • 80% of students will meet or exceed proficiency as measured by the Work Sampling System. • 65% of student's grades 3-5 will meet or exceed grade level equivalency on the Iowa Test of Basic Skills. (See note iv) • Criterion-referenced assessments in literacy and math to demonstrate 65% of students at or exceeding grade level proficiency. (See note v) 	<ul style="list-style-type: none"> • Summative reporting, in the form of WSS checklist and narrative, to parents to occur three times a year. Data to be available in aggregate and by subgroups for state reporting • Assessment data available on annual and semi-annual basis-nationally-normed ITBS completed once a year and criterion-referenced assessments twice a year to monitor growth 	<ul style="list-style-type: none"> • Data submitted annually

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Student Academic Growth	<ul style="list-style-type: none"> • Criterion-referenced assessments for Literacy and Math- Fountas & Pinnell, DRA, CBM 	<ul style="list-style-type: none"> • Percentage of students who make one year's growth on Fountas & Pinnell, DRA, and CBM assessments. 	<ul style="list-style-type: none"> • 65% of students will show a year's worth of growth in literacy and mathematics based on criterion-referenced assessments. -Literacy: Fountas and Pinnell K-2, DRA 3-5 -Math: CBM 1-5 (See notes vi & vii) 	<ul style="list-style-type: none"> • School has established individual student records for target information, aligned with trimester and annual reporting schedule. 	<ul style="list-style-type: none"> • Annual reports.
Achievement Gaps in proficiency and growth between major student subgroups	<ul style="list-style-type: none"> • Gaps in proficiency and growth between major student subgroups 	<ul style="list-style-type: none"> • Gaps as determined by the Iowa Test of Basic Skills. 	<ul style="list-style-type: none"> • Goals for gap closure include charting population to identify subgroups and establish a goal of 3-4% growth based on students. National Percentile Rank on Iowa Test of Basic Skills. • Agreement to review goals annually with authorizer. • National data used for comparison. 	<ul style="list-style-type: none"> • Evidence to be available annually for each student grades 3-5. • Where available, state data for comparison schools will also be reviewed. 	<ul style="list-style-type: none"> • Annual reports.
Student Attendance	<ul style="list-style-type: none"> • Average Daily Attendance Rate • Individual student attendance rate • Unexcused absences 	<ul style="list-style-type: none"> • Percentage of students attending a target percentage of days. • Percentage of students exceeding a particular number of trancies in a given period. 	<ul style="list-style-type: none"> • MEDMS system for reporting data. • Targets established at 94% attendance. • Create process for working through student unexcused and excessive absences. • School data to be compared with state average and for "comparison band". 	<ul style="list-style-type: none"> • School to report student attendance data in accordance with state regulations. 	<ul style="list-style-type: none"> • Annual reports.

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Recurrent Enrollment from Year to Year	<ul style="list-style-type: none"> • Student re-enrollment from one year to the next. • Continuous enrollment of students for multiple years 	<ul style="list-style-type: none"> • Percentage of students re-enrolled from one year to the next • Percentage of students continuously enrolled for multiple years 	<ul style="list-style-type: none"> • Enrollment records. • 90% recurrent enrollment Target. • Establish exit interview to determine cause for not reenrolling. 	<ul style="list-style-type: none"> • Revised annually. 	<ul style="list-style-type: none"> • MCSC to receive from each school district in accordance with the statutory requirements.
Financial Performance and Sustainability	<ul style="list-style-type: none"> • Budget versus actual revenue and expenditures • External audit reports 	<ul style="list-style-type: none"> • Percentage variation between budget and actual revenue and expenditures. • Balance Sheet • Presence of management findings or deficiencies on an audit report, and success in correct findings. 	<ul style="list-style-type: none"> • School will produce monthly financial reports, and evidence that the report is reviewed by the governing board at the monthly board meeting. • When monthly financials vary by more than 5% item will be flagged for governing board consideration. 	<ul style="list-style-type: none"> • Quarterly financial reports are available to the authorizer. 	<ul style="list-style-type: none"> • Annual audit by an outside reviewer • Copies of Quarterly reports to the governing board will be sent to MCSC.

Indicator	Measure	Metric	Target	Collection of Evidence.	Evidence presented as part of monitoring plan.
Governance Board Performance and Stewardship	<ul style="list-style-type: none"> Public Accountability – Transparent, responsive and legally compliant Board operation 	<ul style="list-style-type: none"> Board operations consistent with Bylaws, Charter Contract and state laws, including Freedom of Access law and law prohibiting conflicts of interest. 	<ul style="list-style-type: none"> Governance board meeting to be held monthly Bylaws and policies in place and are regularly reviewed. Governing Board to maintain a minimum of (7) members. 	<ul style="list-style-type: none"> State and Federal IRS forms are regularly filed and available to the public. Authorizer to conduct annual interviews with Governance Board Chair and Executive Director. 	<ul style="list-style-type: none"> MCSC interviews with the Board Chair and School Administrative team annually.
Adequacy of Facilities Maintenance in Support of the Program	<ul style="list-style-type: none"> School facilities meet educational, health & safety standards. School has a capital improvement plan. 	<ul style="list-style-type: none"> Cleaning and maintenance logs are kept. Inspection reports provided. Capital improvement plan developed. 	<ul style="list-style-type: none"> Board reports to authorizer annually that the facilities meet educational, health & safety standards. Review team observes facility during annual visit. Board reviews and monitors capital improvement plan. 	<ul style="list-style-type: none"> Facility records available on request. Annual review of maintenance for facility; observation during authorizer visits. 	<ul style="list-style-type: none"> Annually.
Transportation	<ul style="list-style-type: none"> School has bus that meets inspection standards. School offers bus transportation to students in catchment area. 	<ul style="list-style-type: none"> Student utilization of transportation service. 	<ul style="list-style-type: none"> Bus meets inspection standards. All students within catchment area have available bus transportation. 	<ul style="list-style-type: none"> State inspection of bus in accordance with safety laws. Number of students in catchment area. 	<ul style="list-style-type: none"> Annually.

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School Social and Academic Climate	<ul style="list-style-type: none"> • Instances of bullying, harassment, or other abusive practices • Confidential surveys of parents, staff and students regarding social and academic climate • Emotional/social growth of students 	<ul style="list-style-type: none"> • Reports of actual or suspected bullying, harassment or other abusive practices. • Percentage of surveyed parents, staff and students who express satisfaction with school's social and academic climate. • Survey of students and staff. 	<ul style="list-style-type: none"> • The school will maintain the same state and federal reporting requirements as public schools. • School will participate in the Commission sponsored student climate surveys; data compared with comparison schools. • Commission sponsored survey administered to measure parent/student/community feedback. • Action plans to improve the school climate from the survey results will be outlined. 	<ul style="list-style-type: none"> • Reviewed annually. 	<ul style="list-style-type: none"> • Parent and student survey – conclusions & recommendations presented to MCSC and governing board annually.

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Parent and Community Engagement	<ul style="list-style-type: none"> Partnerships Communication systems Parent participation in their children's education and in the operation of the school. 	<ul style="list-style-type: none"> Partnerships with community organization and representatives, including local non-charter public schools. Regular and clear communication to and from parents and caregivers regarding operations of the school and about their children specifically. Participation in parent-teacher meetings. Parent and family participation in school sponsored activities, including volunteer and fundraising activities. 	<ul style="list-style-type: none"> Goal is to have all families involved in the school community in ways that are meaningful to parents and the school will therefore seek 80% parent participation. Involvement noted in school handbooks for parents and students. Plan for parent conferences established, and records maintained. List of engagement opportunities provided to parents and community members throughout the school year with capacity for them to add additional activities. Record kept of volunteer and parent participation. 	<ul style="list-style-type: none"> The Authorizer will meet annually with a representative group of parents to review their sense of school compliance with target practices. School will present evidence of parental feedback and their subsequent actions for improvement. 	<ul style="list-style-type: none"> See previous column.

ⁱ The Work Sampling System (WSS), published by Pearson, is an authentic, curriculum-embedded performance assessment. It documents and evaluates students' skills, knowledge, and behaviors using classroom-based curricular experiences. It serves as both a formative and summative means of assessing students, encouraging a teacher's assessment cycle of asking questions, collecting evidence, interpreting evidence, and taking action. The WSS evaluates students in seven domains of learning: Personal and Social Development, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, and Physical Development, Health, and Safety.

ⁱⁱ Data collected for Work Sampling system includes criterion-referenced assessments, in addition to assessments embedded in Reggio-inspired classroom practice such as running records, student portfolios, documentation in the form of work samples, photographs, video, and transcribed conversations.

ⁱⁱⁱ The Iowa Test of Basic Skills is a nationally normed assessment that measures student performance in the areas of reading, writing, and mathematics. This assessment offers the stability of a long-established measurement tool, as well as data comparing our students to a national sample.

^{iv} The Iowa Test of Basic Skills was piloted in 3rd and 4th grades in December 2015

^v Criterion-referenced assessments, sometimes also known as "standards based assessments" determine whether a student has achieved understanding of a specific skill or concept. A student is measured based on their relationship to the subject matter rather than on their rank compared to others who took the same test, as in a norm-referenced assessment.

^{vi} Fountas and Pinnell will be used to measure growth in reading for K-2 students, as well as assessments from Columbia University's Teachers College Reading and Writing Project on upper and lower case letter identification, letter-sound correspondence, and sight word identification. The DRA (Developmental Reading Assessment) will be used to measure reading growth in grades 3-5.

^{vii} Curriculum Based Measurements (CBMs) will be used to measure growth in mathematics for students in grades 1-5. Mathematical growth in kindergarten will be measured using assessments from Investigations and other curricula, as well as Early Mathematical Thinking.